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ABSTRACT

An overview is provided of streaming in the Toronto school system and a summary of studies presented from Toronto and other Ontario school systems which have examined the relationships between streaming and academic achievement, ethnic background, social origin and future placement of students. Streaming is defined as the placement of pupils in groupings according to a criterion such as ability, achievement, interest, need, or a combination of these factors. In this way, pupils can proceed toward appropriate educational goals at an appropriate rate. Detailed information is given on the relationship between streaming and the following variables: (1) literacy: (2) math and technical skills: (3) racial background: (4) language and country of origin: (5) social and economic status: (6) future school/job placement: (7) mental and physical disabilities: and (8) academic achievement. Data is provided on streaming at both elementary and secondary level public schools. (JD)

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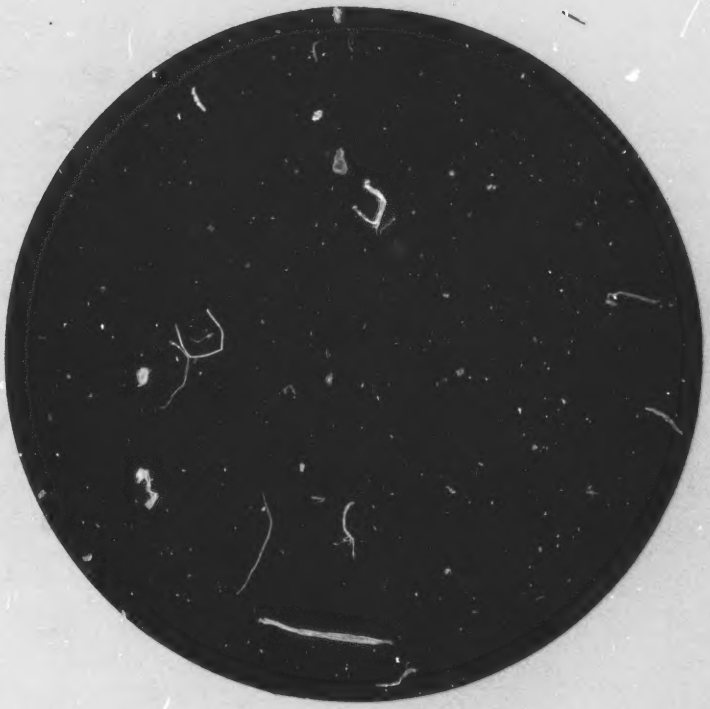

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STREAMING IN TORONTO AND OTHER ONTARIO SCHOOLS:

A Review of Literature

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September 1980

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INTRODUCTION

On March 31, 1980 the Board of Education for the City of Toronto passed the following recommendation:

"(a) That the Research Department prepare a literature review of material developed by the Toronto Board of Education on grouping for instructional purposes in both the elementary and secondary panels and the relationship of such grouping to (1) the literacy, math and technical skill levels of students in different groups (2) the racial background, language, country of origin and socio-economic status of students in different groups (3) the future placement or career of students in different groups (in the school system -- e.g. from an elementary grouping to a secondary placement -- in community colleges and universities, in employment or unemployment);

(b) That the purpose of this review is to provide a clear short summary of the data the Board presently has available on what is generally called "the streaming system" in our schools;

(c) That this review also include the data the Board has on individual schools with respect to the three points mentioned above;

(d) That this review include, at the discretion of the Research Department, material judged relevant from other school boards in Ontario;

(e) That the review be concluded by September, 1980." (Minutes of the Board, March 31, 1980, p. 340)

This report is in response to the Board's request.

Definition of Streaming

For the purposes of this report, streaming will be defined as the placement of pupils in groupings according to a criterion such as

ability, achievement, interest, need or a combination of these factors for the purposes of providing instruction so that pupils can proceed toward appropriate educational goals at an appropriate rate.

Policy of Ontario Ministry of Education

Since local school boards in the Province of Ontario must function within the framework and guidelines established by the Ministry of Education, it is informative to examine the position the Ministry takes with respect to student grouping. Under the rubric of "Learning Groups" in Education in the Primary and Junior Divisions (1975) the Ministry states that:

> "...children have individual needs and styles of learning and that they need experiences in working both independently and in groups. It follows that the teacher must plan a variety of groupings to meet these differing requirements." (p. 22)
>
> "Groupings should be retained only as long as needed. They may be organized on need or achievement level for purposes of teaching specific skills. Interest groups, on the other hand, can also include children who are younger and older, more and less able....Some schools may bring together two or more classes or age groups, either within a conventional classroom or within one of the new forms of teaching space." (p. 23)

And, under the heading of "Levels of Difficulty" in Secondary School Diploma Requirements (Circular H.S., 1, 1979-81), the Ministry states:

> "The opportunity for an individual student to work at his or her own level - to reach ahead in some subjects and to engage in fundamental work in others - can be provided if courses with different approaches and varying degrees of intensity are offered in the various subject fields. Where circumstances permit and where it is considered desirable it is recommended that the various secondary school courses be offered at one or more of the following levels of difficulty: the modified level, the basic level, the general level, and the advanced level. These labels describing levels should be used only when referring to courses, and never to students." (p. 6)

"Where desirable and feasible, students should be permitted to take courses at different levels and should not be unduly influenced into taking all courses at a single level. The streaming of students into programs containing a single level of courses is not encouraged. However, in a few instances, special-purpose schools, in which the majority of students work at one level, may be warranted." (p. 7)

"Constraints imposed by numbers of students, financial considerations, and the availability of staff and resources may require schools to consider some multi-level classes in order to meet the needs of students. Thus, a class may consist of some students who will earn credits at one level and others who will earn credits at an adjacent level. It is recommended that such classes not involve more than two levels in the same grade and in the same subject." (p. 7)

Streaming in Toronto Elementary Schools

In an attempt to educate a school population with a wide range of abilities, disabilities, needs and interests, the Toronto Board of Education organizes students in groups for instructional purposes.

In the elementary panel, students in the Toronto schools are grouped according to whether or not they have particular abilities and disabilities. While most students attend the regular program, those diagnosed as "exceptional" in their physical, intellectual, communicative, social or emotional development are enrolled in a wide variety of special programs designed to suit their needs.

There are many different special elementary programs including SP (Gifted and Enrichment) for students who show special talents or abilities, SP (Hearing) for pupils who are severely hard of hearing, SP (Primary, Junior, Senior) for those who show limited intellectual abilities, and SP (Orthopedic) for those who are physically handicapped. A complete list of these programs is available in the Special Education Placement Procedures (1979) and Fact Sheet #6 (1979). (See Appendix A and Footnote 1.)

Some special programs include self-contained classes and

withdrawal programs. The former are designed for pupils who are unable to learn effectively in a regular grade class and need a more intensive program; while the latter are for students who can be maintained in regular classrooms with ongoing help for their special needs through the instruction of itinerant teachers, resource room teachers or learning centre teachers. The Special Education Placement Procedures (1979) contains the details for each program.

The procedures for referring students to special programs include a health assessment, a psychological assessment, school reports and may also include medical and social histories, hearing/vision, psychiatric and speech assessments as well as requiring parental permission. (See Special Education Placement Procedures (1979).) It is understood that the Program Placement and Review Committee attempts to remain flexible in its referrals and utilization of the information from the various assessments, especially when there are multiple disabilities.

It is pointed out in Fact Sheet #6 (1979) of the Special Education Department that all programs are open-ended, meaning that the placement of students in special programs is not permanent. Once their needs are met or their problems corrected, return to the regular programs is recommended.

In addition to grouping elementary students according to their abilities and disabilities, students are also grouped according to their English proficiency. Students who cannot achieve academic success in the regular programs due to their language/dialect or cultural background are provided extra help in the ESL/D (English as a Second Language/Dialect) and Booster programs. (Refer to Standard Procedure #34, General (1980) and Footnote 2.)

The existence of special education classes is, by far, the

most documented form of streaming in the elementary schools of Toronto in terms of the Board's established procedures and research studies. Systematic information on the less visible forms of streaming are scarce. Few attempts have been made to collect data on the various strategies principals and teachers employ to organize their classes.

To the authors' knowledge, nothing other than a 1963 committee survey on streaming has been attempted on a city-wide basis to investigate the types and extent of streaming over and beyond special education and ESL placement. This survey of all public school principals in Toronto revealed that, at that time, all schools utilized some form of streaming in one or more grades. The survey identified nine major types of organizational procedures through which streaming was accomplished. They varied from completely homogeneous classes to classes where the top and/or bottom were taken off with the remainder homogeneous, and from mixed grades to a grade divided into units with each divided heterogeneously or homogeneously. See Appendix B for the frequency distribution of each type of streaming.

Recent materials on the less overt forms of streaming in the elementary panel have referred to organizational procedures that group students in separate classes and within classes. An example of the former is the creation of low classes for certain grades, such as a separate class for the "slow sevens" in addition to the normal grade seven class. An example of grouping within classes is the combination of "more advanced" students of the lower grade with "lower" students of one higher grade in the same classes (Bates, Rutledge, & Green, 1979a; Toronto Board of Education, 1980b). However, the extent to which these forms of streaming are practised in the system is not clear from existing information.

Streaming in Toronto Secondary Schools

In the transfer of students from elementary schools to secondary schools, the best documented kind of grouping is that done on the basis of academic achievement and interests. In terms of interest, students are grouped into (1) Technical, (2) Commercial or (3) General (academic) branches; whereas, in terms of academic achievement, they are grouped into curricula that have six levels of difficulty (see Foot note 3.) There is, however, not a clear seperation between these two dimensions, since all of the lower level programs have significant technical or commercial components.

Indicators of academic achievement include classroom tests, examinations, assignments, daily work, teacher observations and sometimes results of standardized tests. Reading and math requirements, on entry to grade 9, for the Levels 1, 2 and 3 programs are less than grade 8; whereas, for the Levels 4, 5 and 6 programs, they need to earn a promotion from grade 8 (Refer to Standard Procedure #34, General (1980) and A Time to Choose (1979)). The relevant section from Standard Procedures #34, General (1980) is presented in Appendix C.

Streaming at the secondary panel is more visible and explicit. Not only does streaming occur within schools and within classes, it also occurs among schools. The existence of Level 2-3 schools and Level 4-5 schools, for example, clearly demonstrates grouping among schools. Within the schools, it is common to have classes at two levels for the same grade (such as grade 10, Level 4 and Level 5 classes); and sometimes, within the same class there are multiple levels of instruction where students earning credit at one level are put in the same class as others who earn credits at an adjacent level.

Other ways of streaming secondary students are grouping

according to special handicaps and English proficiency. Students with certain disabilities are placed in either self-contained or withdrawal programs. Examples of the former are SP (Deaf) and SP (Orthopedic), for the latter are SP (Behavioral), SP (Learning Disabilities) and SP (Speech). (See Special Education Placement Procedures (1979); Fact Sheet #6 (1979)). Students who need additional instruction in English or academic upgrading due to their non-English speaking or non-Canadian background are given extra help in the ESL/D and Booster programs.

VARIABLES RELATED TO STREAMING IN THE TORONTO BOARD OF EDUCATION

This section examines the relationship of streaming in the Toronto Board of Education to four sets of student variables: (1) literacy, mathematics and technical skills, (2) racial background, language and country of origin, (3) socio-economic status (SES) and (4) future school or career placements. The relationship will be examined twice; first by looking at data gathered from across the Toronto school system and second by presenting data associated with individual schools within the Toronto school system.

It should be noted that some of these relationships are pre-determined by the criteria used for grouping students; hence, the existence of a strong association can be understood as a direct outcome of the operation of the school system. For instance, when academic achievement is used as a criterion for streaming, it is logical to expect that a strong relationship exists between the achievement level of the students and the programs in which they are studying. However, there are other types of relationships which are not direct outcomes of the criteria used for grouping students. The strong association between SES and the programs in which students are studying is a case in point.

Data Gathered from Across the Toronto School System

Relationship between Streaming and Literacy, Math and Technical Skills

The Elementary Panel. No information is available

The Secondary Panel. Indices of literacy and mathematics skills have often appeared in the literature in the forms of scores from standardized tests, teachers' ratings and school examination marks. Technical skills were seldom singled out for study. Sometimes these

various skills were referred to in more general terms such as academic achievement/performance.

As anticipated, Research Report #77 (1969) found that, on the average, grade nine students in the five-year program obtained higher teachers' ratings and higher standardized test scores in language, arithmetic and non-verbal tests of ability than students in four, three or two-year programs, regardless of the students' immigrant and language background.

A comparison among grade 12 General, Technical and Commercial students in Toronto schools revealed that general course pupils scored markedly higher on academic aptitude tests (both math and verbal sections) than the other two groups, while Technical course students scored slightly above Commercial course students (Research Report #7, 1962). This was expected since grouping by academic skills tends to overlap with grouping by interest, thus students with lower achievement were more likely to be enrolled in Technical and Commercial programs. However, readers must be reminded that there has been a major re-organization in the programs since the data for this study were collected; hence, it is not advisable to generalize these findings to the Collegiate, Technical and Commercial students of today.

Another example is found in Research Report #102 (1972). It showed that while there existed a wide gap in academic performance between the general secondary school populations and the special schools collectively, a gap also existed between the two types of special schools themselves, with special vocational school (now Levels 1 and 2) students scoring lower than the special high school (now Level 3) students.

Relationship between Streaming and Racial Background, Language and Country of Origin

There is no information on the racial background of the students per se from the existing material, but several studies in the past have collected data on country of origin and mother tongue (the first language one learns as a child). In the 1970 and 1975 Every Student Surveys, for example, students were categorized by whether or not they were born in Canada and whether or not English was their mother tongue. These variables are usually referred to as the students' language/immigrant status in most of the past studies.

While abilities or disabilities are determining factors for placing students in special programs, language/immigrant status is not. Yet, evidence on the consistent relationship between language/immigrant status and program placement in the elementary and secondary schools of Toronto appears in many research reports.

The Elementary Panel. The 1970 and 1975 Every Student Surveys found that, on the whole, Canadian-born students who had English as their mother tongue were much more likely to be found in a special class than students from other language/immigrant categories (Research Reports, #91, 1970; #99, 1971; #138, 1976; #141, 1976). This pattern persisted even when occupation categories were taken into account (Research Report #99, 1971). However, the extent to which this generalization was true varied from program to program. For example, a finer breakdown of special programs by ethnicity showed that enrolment in Perceptual, Learning Centre, Home Instruction and Hospital programs consisted at that time of almost all Canadian-born, English-speaking students; whereas, students with Italian as their mother tongue were over-represented in programs such as Hearing/Deaf, Special Program-Senior, Language and a few health related programs such as

Vision and Orthopaedic (Research Report #141, 1976). For all language/immigrant groups, males were more likely to be in special classes than females (Research Reports, #91, 1970; #138, 1976; #141, 1976).

The Secondary Panel. At the secondary level, a different pattern emerged. While Canadian-born students not having English as their mother tongue were most likely to be in the five-year program (and not in the special vocational or the two-year programs), their foreign-born counterparts were least likely to be enrolled in the five-year program (Research Reports, #77, 1969; #91, 1970; #138, 1976). This relationship was further explored by looking at the age on arrival of immigrant students. For non-Canadian-born students who did not have English as their mother tongue, it was found that the age at arrival was a critical factor. The tendency for those who had arrived at over 16 (see Footnote 4) or under 6 years of age to enroll in a five-year program was apparent in the Research Department Reports #91 (1970) and #138 (1976). The sex variable also contributed to the predictability of program placement for this group of students. Females tended to be under-represented in the five-year program (Research Reports, #77, 1969; #91, 1970; #138, 1976).

It must be stressed that these were the general overall patterns and that many details have been left out. For example, among the Canadian-born students, those speaking Polish and Ukrainian were slightly over-represented in the five-year program, while Italian and French speaking students had larger representations in the special vocational and the two-year programs (Research Reports, #77, 1969; #99, 1971). Among the foreign-born, students speaking Polish, Chinese and German tended to have a large representation in the five-year program, whereas those speaking Greek, Italian and Portuguese were

under-represented (Research Reports, #77, 1969; #99, 1971).

It is interesting to note that a study on the 'Leaving School Early' program, a special program for 14 and 15 year old students who find the regular school program unsuitable for them, showed an under-representation of Canadian-born students and a significant over-representation of students born in Portugal, although the immigrant/cultural factor is not a criterion for program placement.

On the other hand, the students' language/immigrant status is expected to be a deciding factor for placement in the New Canadian Program; therefore, it is not surprising to find that approximately three-quarters of the students in the Program were not born in Canada and did not have English as their mother tongue. The fact that the largest single group in this category was born in Portugal is a mere reflection of the immigration trend. Another 15% of the students enrolling in the New Canadian Program were born in Canada but did not have English as their mother tongue (Research Report #141, 1976).

Relationship between Streaming and SES

With very few exceptions, SES (socio-economic status) was measured in the research reports by the occupation of the students' parents or household heads categorized according to the Blishen scale.

As with language/immigrant status, SES is not a criterion used for the placement of students. However, an association has been consistently found between SES and program placement.

The Elementary Panel. The two Every Student Surveys of 1970 and 1975 and a few other studies confirmed the over-representation of students from low SES in special classes which included predominately students with limited academic abilities, such as "opportunity classes." The trend was such that as one moved up the occupation ladder, the proportion of students in these classes decreased progressively

(Research Reports, #91, 1970, #127, 1975; #134, 1975; #138, 1976; #141, 1976; #147, 1978). The magnitude of the uneveness in the distribution can be illustrated by the fact that children from the bottom occupational group were twenty times more likely to be in a slow learner class than children from the top occupational category. However, no similar pattern was apparent in special classes for students with physically-related problems (such as vision) or other problems (such as behavioral). Again, it must be emphasized that these findings were only the general trends; there were variations among the different specific programs (Research Report #141, 1976).

Furthermore, a follow-up study of Special Class students showed that as one moved up the occupational categories the percentage of returns to regular programs also increased. Thus, not only did children from lower social status tend to have a greater representation in special classes, they also tended to stay longer in special classes than children of upper social status (Research Reports, #127, 1975; #134, 1975).

A study of some of the measurements being considered for the EIDP (Early Identification and Developmental Program) showed a relationship between the SES of the students, the test scores and the accuracy of the instruments for identifying "potential" learning problems for all children. It was also found that the kinds of errors made in identifying students as "at risk" were different for the lower and higher SES groups (Research Report #147, 1978). On the other hand, a student's language and immigrant background seemed to have no direct relationship to the accuracy of the identification.

The Secondary Panel. At the secondary level, it was observed that high SES appreciably increased the likelihood of placement in a five-year program and decreased the chance of enrolment in a vocational

program (Research Reports, #91, 1970; #102, 1972; #138, 1976). The probability of students enrolled in Level 5 courses increased as one moved up the SES categories from 1:1 for children from the lowest category to 9:1 for children from the highest category. As one moved from low to high occupational categories there was always a higher proportion of females than males in each category enrolled in Level 5 courses (Research Report, #138, 1976).

Students from the lowest and special unranked (unemployed, welfare, housewives, etc.) categories of the Blishen Scale were found in large proportion (80%) in the "Leaving School Early" program (Research Report #154, 1978).

An analysis of the New Canadian Program placement by SES revealed that students from the lowest occupation families were over-represented, while children of professionals were under-represented (Research Report #141, 1976). Furthermore, the latter group was least likely to be in the full-time New Canadian Program, while the opposite was true for the students whose parents were in the special unranked categories of the Blishen Scale such as unemployed, welfare, housewives, etc.

Relationship between Streaming and Future School/Job Placement

The Elementary Panel. There have been few follow-up studies on the movement of students from an elementary grouping to a secondary grouping with the exception of those produced by the Inner City Department. However, since those materials have employed data on a school-by-school basis they will be discussed in a section that follows.

The Secondary Panel. The major source of information about the movement of students from a secondary grouping to a post-secondary educational institution comes from A Time to Choose (1979). The figures mentioned in this booklet are estimates developed by the Guidance

Department based on information from heads of guidance in the various secondary schools in Toronto.

When academic skills and interests/goals are used as criteria for streaming students in the secondary school programs, it is not surprising to find that the placement of students in the post-secondary institutions is closely related to their high school curricula. Given the job-oriented nature of the Levels 2 - 3 programs, the number of these students who attend post-secondary schools is very small. On the other hand, approximately half of Level 4 graduates attend community colleges and other post-secondary institutions such as Ryerson Polytechnical Institute. The majority of grade 12 students from Level 5 go to grade 13, 90% of whom enter community colleges and universities (A Time to Choose , 1979).

Related to the theme of streaming and future placement of high school students is the question of school retention rates for students in different programs. Research Report #42 (1967) found that the retention rates for second year high school students from Collegiate Institutes (Arts and Science) were higher than those from other secondary schools (Technical and Commercial). The latter, in turn, had higher retention rates than those from two-year Commerical classes. A more recent report showed that the dropout rate was not proportionate to enrolment in the various level schools. In comparison with the total secondary school population, dropouts from Levels 4 and 5 schools were under-represented, while dropouts from Levels 1-3 schools were over-represented (Research Report #129, 1974). Report #148 (1978) also pointed out the difference in dropout patterns for the different programs. It indicated that returning students who had dropped out from levels 2 and 3 schools tended to drop out younger and more frequently compared to those from Levels 4 and 5 schools. A look at the percentage

breakdown of 388 "Leaving School Early" students by the types of school they last attended revealed that, when compared to the entire secondary school population, they were more likely to come from lower level programs than academically-oriented programs (Research Report #154, 1978). According to the authors of Research Report #129 (1974), these results are to be expected given that students from the lower level schools have a longer history of poor achievement and that these programs place more importance on practical job training than academic training.

A Time to Choose (1979) also provides some estimates of the percentages of students entering the job market from different programs. Again, given the job-oriented goals of the lower level programs, it is anticipated that a higher proportion of students from the lower streams would enter the labor force directly. The percentage of Levels 2 and 3 students that enter the labor force at the end of grade 10 is approximately 60% as compared, at the end of Grade 12, to 40-50% from Level 4 and 30% from Level 5. Also given the different types of training students receive in the different streams, it is not surprising to find that the types of jobs held vary from unskilled and semi-skilled low paying jobs such as janitor, waiter, taxi-driver, sales clerk and factory worker for Levels 2 and 3 students to more skilled, better paying jobs such as commercial artist, bookkeeper and auto mechanic for Levels 4 and 5 students (See A Time to Choose 1979).

Research Report #153 (1979) showed that students from different programs have job aspirations that are quite consistent with the type of educational training they receive. Students at Levels 4, 5 and 6 were more likely to report that they hoped to be employed as professionals in the future than students at Levels 1, 2 and 3; whereas the latter were more likely to aspire to non-professional jobs than the

former.

Students from the lower streams have higher rates of unemployment. A follow-up study on the students of special vocational schools (now Levels 1 and 2 schools) and special high schools (now Level 3 schools) reported that unemployment rates for these students as a group was 27% (Research Report #102, 1972). It also showed that special vocational students, females and those without a diploma experienced more disadvantage in terms of employability and salary as compared to special high school students, males and those who had a diploma.

The relationship between the type of secondary school program and employment was also apparent in Research Report #153 (1979) which showed that students at Levels 1, 2 and 3 tended to be less successful in finding summer jobs and part-time jobs during the regular school term than students in Levels 4, 5 and 6. The report also showed that whereas females were nearly as interested in having summer and part-time jobs as the males, they were not so likely to get such jobs.

Approximately 40% of the 'Leaving School Early' students, many of whom had come from the lower level programs, were unemployed at the time they were interviewed (Research Report #154, 1978).

Data Associated With Individual Schools Within the Toronto School System

Little attempt has been made by the Toronto Board to collect and publish school-by-school data for fear that the data may be misinterpreted and inappropriate comparisons between schools might be suggested. (See Board minutes October 14, 1971, pp. 772-773).

However, there have been some studies completed by the Toronto Board which have collected school-by-school data and even, in some cases, published the names of the schools; these have mostly examined the social/cultural origins of the students. The chief source of information comes from the Inner City Committee which has collected

school-by-school data for the purpose of allocating inner city funds. In addition, the School Community Relations Department has also published school-by-school data as a supplement to the 1975 Every Student Survey. The readers will find that all data associated with individual schools exhibit the same types of relationships as shown by data associated with programs across the system.

There are few studies of this nature on the relationship of streaming with either academic skills or future placement of students.

The Elementary Panel

Supplementary data to the 1975 Every Student Survey showed that the percentage distribution of students in terms of mother tongue and occupation of the head of household varied quite dramatically from school to school. To cite a few examples - Deer Park had no culturally distinct groups (i.e., more than 5% or 25 students); whereas, 63% of the school population in Alexander Muir had learned Portuguese as their first language and 85% of the Orde Street students reported Chinese as their mother tongue (TBE, 1976). (See Appendix D, Table 1.) Table 1.)

An examination of the occupation data also revealed a rather uneven distribution. Among the students enrolled in Allenby, 64% came from families where the head of household held a job in the upper-most category of the Blishen scale and only 5% were classified in the lowest Blishen category. Conversely, Shaw Street had 67% of its school population coming from homes whose heads held such occupations as laborers and truck drivers, 11% came from households whose heads were pensioners, on welfare or unemployed and only 1% came from families whose heads were professionals (TBE, 1976). (See Appendix D, Table 2.)

Data produced under the supervision of the Co-ordinator of Inner-City Programs have also dealt with the cultural and socio-economic variables with a slightly different approach. Elementary schools in

Toronto were classified as inner-city or non-inner-city according to the cultural, socio-economic composition of the school population as well as a few other related variables (see Footnote 5). The inner-city schools were further classified into three categories according to their degree of inner-citiness. (A complete listing of elementary schools by inner-city categories is found in Appendix E.) There are no data from this source showing whether or not students from the inner-city schools are likely to be enrolled in special programs in the elementary panel. However, there are data showing that students from the inner-city schools are more likely to enter lower level programs in secondary schools than other students. Details about this relationship will be presented in the next section on the movement of students from elementary to secondary schools. The Research Department, on the other hand, has published a report (#94, 1971) which documented the fact that inner-city students were much more likely to be attending special programs of all kinds when compared to the total elementary school population (see Footnote 6).

An earlier report to the Inner City Committee (Murray, 1976) indicated that the average standardized scores for schools with the least degree of inner-citiness (see Footnote 7) was approximately one grade equivalent higher than schools with the most degree of inner-citiness. This conclusion was based on the scores of four CTBS (The Canadian Tests of Basic Skills) sub-tests on Vocabulary, Reading, Mathematical Concepts and Mathematical Problem Solving. The tests were administered to grade 3 students from a sample of eight Toronto schools (See Appendix F and Footnote 8).

Given the above information and the fact that academic skill is often a criterion used to determine the placement of students in secondary school programs, one can see that inner-city students are

more likely to enter lower level secondary programs than non-inner-city students.

The Movement from Elementary to Secondary Panels

A relationship between grade 9 program placement and the inner-citiness of the sending schools was fairly well established in a recent report to the Inner City Committee (Bates, et al., 1979a). It reported that senior schools with the highest degree of inner-citiness sent the largest share of their grade 8 students to Levels 2 and 3 secondary schools and the smallest share to Levels 5 and 6 secondary schools. The opposite was true for those senior schools with the least degree of inner-citiness. (See Appendix E and Appendix G, Table 1.) Research Report #103 (1972) confirmed the existence of such a relationship by concluding that the more inner-city criteria (see Footnote 7) met by a senior school (see Footnote 8), the larger is the proportion of its students in the two and three-year secondary programs and the smaller its representation in the five-year program. (See Appendix G, Table 2.)

When senior inner-city schools (Categories I, II and III) in Toronto were rank-ordered by the percent of students whose parents were born in countries where English is not the primary language or where English is the primary language but a difference of dialect exists, there was a weak trend indicating that as the percent of students with this type of cultural background increased, the percent of enrolment in Levels 1, 2 and 3 schools increased as well. One extreme case was King Edward which had the smallest percent of students with this type of cultural characteristic. It sent 13% of its grade 8 students to Levels 1, 2 and 3 schools and 87% to Levels 4, 5 and 6 schools. At the other extreme was Park School which ranked the highest on the scale and sent 60% of its senior students to the lower-level schools and 40% to the

upper-level schools (Bates, Rutledge, & Green, 1979c). (See Appendix G, Table 3.)

When all senior schools (categories I, II, III & IV) were rank-listed based on parent occupations (income), the general pattern (particularly for the highest ranking and lowest ranking schools) was that as the percent of low-income families increased in the schools the percent of grade 8 students entering Levels 1, 2 and 3 schools also increased. To illustrate, Queen Alexandra which was ranked among the highest in percent of low-income families sent 59% of its senior students to Levels 4, 5 and 6 schools; whereas, Glen Ames, which ranked among the lowest in percent of low-income families sent 94% of its students to secondary schools that offer Levels 4, 5 and 6 programs (Bates, et al., 1979c; Bates, Rutledge, & Green, 1980). (See Appendix G, Table 4 and Figure 1.)

Another piece of research information that deals with the movement of students from grade 8 to grade 9 came from Research Report #40 (1967). It is interesting to observe that although an attempt was made to remove the prior elementary academic labels (Academic Vocational, Transferee, Promotee, (see Footnote 9)) from the students enrolled in Bickford Park School, the relationship of these earlier groupings to their later achievement appeared to have persisted throughout grade 9. It was found that students who were promoted to Bickford Park achieved significantly higher marks in grade 9 than did either the transferees or the AV students. Transferees in turn showed slightly higher average grade 9 marks than the AV students, though the difference was small and statistically insignificant (Research Report #40, 1967).

The Secondary Panel

The uneven distribution of students in terms of ethnic origins

and SES among the secondary schools was also apparent from the supplementary data of the 1975 Every Student Survey. Forest Hill C.I., for example, had no sizable non-English speaking ethnic group, while Danforth Technical School had an ethnic mix of Portuguese (2%), Greek (6%), Italian (12%), Chinese (5%) and German (2%) speaking students. Heydon Park Secondary School had a substantial Portuguese (29%) and Italian (21%) speaking student population. (TBE, 1976.) (See Appendix D, Table 1.)

The percent distributions of heads of households employed in occupations such as laborers and truck drivers for the above schools were 2% for Forest Hill, 47% for Danforth, and 58% for Heydon Park. The percents in the unranked categories of the Blishen Scale for the same schools were 4%, 8% and 23% respectively (TBE, 1976). (See Appendix D, Table 2.) A rank-listing of secondary schools by level by inner city category showed that all Levels 2 and 3 schools were also classified as inner-city Class I (most degree of inner-citiness) and Class II, whereas almost one-third of the collegiate institutes were classified as non-inner-city (Class IV). Assuming that most students attend schools in their neighborhood, one can see the linkage between secondary school program and inner-city ranking which is based primarily on ethnicity, SES and related factors (Bates, Rutledge, & Green, 1979b). (See Appendix H).

Findings from Research Report #155 (1979) further illustrate this point. It revealed that students enrolled in CONTACT, an inner-city alternative school for those who drop out of the regular programs, tended to come from backgrounds of low socio-economic status. Less than 20% of students from CONTACT lived with both parents where one or both had a job and approximately 45% came from households where the source of income was some form of government assistance.

The Movement from the Secondary Panel

There is no systematic follow-up of either graduates or dropouts from secondary schools. The relationship between high school program and post high school activities of students was studied by a group of teachers from the North Toronto Collegiate Institute. Considering the academic orientation of the program offered, it is not surprising to find that the majority (72%) of its 1975 and 1976 grade 13 students were in a university or other post-secondary institution in 1979 that required a grade 13 diploma. Only 3% were enrolled at post-secondary institutions not requiring a grade 13 diploma and 13% were employed full-time; the remaining 12% of the students checked "other" (North Toronto Collegiate Institutite, 1979).

VARIABLES RELATED TO STREAMING IN OTHER ONTARIO BOARDS OF EDUCATION

Other Boards of Education in Ontario also group students for instructional purposes and streaming also seems to be more visible and explicit at the secondary level than at the elementary level. Consequently, most of the data available pertain to streaming in the secondary panel.

Relationship between Streaming and Academic Achievement

Based on the results of standardized reading scores, two reports from Scarborough concluded that students in the five-year secondary program were more proficient readers while in grade 8 than their counterparts in the four-year secondary program (Dilling, Longstaff & King, 1968; Dilling & Toogood, 1968). The results are not surprising considering the fact that secondary school program placement is based, to a considerable extent, on the academic achievement of students at grade 8. In fact, one of the above studies provided standardized reading scores that traced back to grade 6 and found again that students in the five-year secondary program out-performed students in the four-year secondary program (Dilling, et al., 1968).

This study (Dilling, et al., 1968) also explored the relationship between average school marks in elementary grades and secondary school program placement. As anticipated, students in the five-year secondary program had better academic records in grades 5 and 8 than students in the four and two-year secondary programs.

A study by the London Board of Education examined the previous academic achievement of students in the various branches of secondary school and found that the average school marks from grades 4 through to

the end of elementary school of students in the general secondary courses were consistently higher than those of students in the business and technical courses (Stennett & Feenstra, n.d.). The same study also found that general course secondary students had repeated fewer elementary grades than those in the business and technical courses.

Porter, Blishen and Barrados (1977) also found that elementary school grade repetition was related to the choice of program in Ontario secondary schools.

Most of the studies mentioned above have also examined the achievement of students in various programs at grade 9 or higher using average school marks as the measure of achievement.

They found that students in five-year secondary programs achieved higher marks than four-year students in the first two years of their secondary school training, even though the difference tended to diminish by grade 12. However, readers should exercise caution in the interpretation of this type of data. As Dilling and his colleagues pointed out in their 1968 studies, secondary students in various programs are supposed to be evaluated in comparison with other students from the same program and hence similar average marks for all programs should result. The finding that five-year students obtained higher average marks than four-year students in grades 9 and 10 suggests that the teachers have not completely adopted the multiple marking standards that consider each program separately.

The interplay between students' academic skills at the end of secondary school and their future goals with regard to post-secondary education was examined in a study funded by the Ontario Ministry of Education (Traub, Wolfe, Wolfe, Evans & Russell, 1976). It revealed that SSHGD (Secondary School Honours Graduation Diploma or grade 13 diploma) Ontario students in general outperformed the SSGD (Secondary

School Graduation Diploma or grade 12 diploma) students on various standardized measures of English language competence. Among the SSGD students, those returning to secondary school for grade 13 did better on various standardized measures of English language and math skills than those who planned to leave school to work or pursue other activities.

Relationship between Streaming and Language/Immigrant Status

Studies which have examined the relationship between ethnicity and curriculum placement in other school systems in Ontario are very scarce. A Scarborough study comparing the characteristics of grade 9 students in the two-year, four-year and five-year secondary programs indicated that the country of birth of the parents and students did not seem to have a significant relationship to program placement. There were, however, some trends that were consistent with the Toronto data (Dilling, et al., 1968).

Relationship between Streaming and SES

It is again interesting to note that even though SES is not a criterion for grouping students, evidence showing a relationship between SES and program placement is, nevertheless, found in studies conducted by various educational systems in Ontario.

Research by The London Board of Education revealed that students from higher SES families have a better chance of enrolling in the general branch of study than enrolling in the business or technical branches (Stennett & Feenstra, n.d.). Although students from each of the three branches of study can choose the five-year or four-year secondary programs, enrolment in the five-year programs tended to favour

students from the higher SES categories (Feenstra & Stennett, n.d.).

Research data from Scarborough and Huron County support the hypothesis that the higher the parents' educational and occupational level the better is the student's chance of enrolling in a five-year university-oriented program. (Longstaff & King, 1967; Dilling, et al., 1968; Wiseman & Hawden, 1974).

Other studies by the London and Scarborough Boards of Education comparing students in the two-year occupational program with students in the regular program concluded that the former tended to come from lower, socio-economic backgrounds and from homes with less family stability (Smythe & Stennett, 1972; Dilling, et al., 1968).

SES was also found to be a variable related to the placement of students in the elementary acceleration program in Scarborough schools (Hayball, 1970).

Relationship between Streaming and Future School/Job Placement

As discussed before, program placement in secondary school is closely related to the future placement of students in post-secondary institutions. The expected trend that more grade 13 graduates than grade 12 graduates receive some type of post-secondary education was verified by studies in London and Huron County (Feenstra & Stennett, n.d.; Wiseman & Hawden, 1974).

The relationship between curriculum, placement and school retention has been investigated in a few studies by other school systems in Ontario. In both Scarborough and London (Scarborough Board of Education, 1969; Stennett & Feenstra, n.d.), the retention rate of grade 12 students in the business and technical programs was lower than that

of the general students. The former tended to leave school earlier and in larger numbers. Students in the two-year occupational program in London also had higher dropout rates than students enrolled in other programs (Smythe & Stennett, 1972).

Considering the differences in the length and orientation of the four and five-year secondary programs, the kinds of jobs these two types of graduates get are expected to be different. A study by the London Board of Education found that while the employment of grade 13 graduates from all three branches of study was heavily concentrated in the professional and/or technical fields, a considerably smaller proportion of the grade 12 graduates were employed in these areas; instead they were mainly employed in the clerical and craftsman categories. Interestingly enough, the latter were also found to change jobs more often than the former. The reasons for changing jobs were also different: grade 12 graduates changed for reasons mainly related to job dissatisfaction, while grade 13 graduates changed for reasons related to promotion or a return to school (Feenstra & Stennett, n.d.).

Due to the attitudes of employers, the employability of students varies from program to program. A study by Scarborough found that employers favored collegiate dropouts over graduates from secondary schools and vocational schools both of which are oriented toward practical skills (see Footnote 10). Of all three groups of students, collegiate dropouts have the lowest unemployment rate while graduates from vocational schools took the longest to find employment and stayed at their jobs the shortest length of time (Dilling & Sprumont, 1973).

A study by the North York Board of Education also reported that employers favor students from the academic stream over students from the business and technical streams. While half of the employers were willing to hire students from the academic program as a result of

the work study experience, only one in four were willing to offer positions to students from the other two branches of study (Wright, 1974).

SUMMARY

The primary objectives of this report have been (1) to provide an overview of streaming in the Toronto school system and (2) to summarize studies from Toronto and other Ontario school systems which have examined the relationships between streaming and the academic achievement, ethnic background, social origin and future placement of students.

For Toronto elementary schools, the best documented form of streaming is that of Special Education and ESL/D classes. No other form of elementary school streaming has been systematically described or studied in the past fifteen years.

Streaming in the Toronto secondary panel, which is established according to the Ministry guidelines, is more visible and explicit and is therefore a better documented phenomenon. The students are grouped into programs that have six levels of difficulty and three areas of interest. Not only does streaming occur within schools and within classes, it also occurs among schools.

This report has delineated two types of relationships between streaming and student variables. One type of relationship is a direct outcome of criteria (such as achievement and interest) which are used for grouping students; the other type of relationship is not a direct outcome of grouping criteria.

Since interest and achievement are criteria used for grouping students in the secondary panel, it is not surprising that the following two themes recur frequently in the literature:

(1) In terms of literacy and math skills and overall academic performance, the students enrolled in the higher level university-bound programs in secondary schools tend to outperform those enrolled in the lower level work-oriented programs, and

(2) The students in the higher level programs are more likely to enroll in post secondary institutions, have a lower drop-out rate and get more skilled, higher paying jobs than students in the lower level programs.

However, the Toronto literature also makes repeated reference to the second type of relationship between streaming and such variables as ethnic background, socio-economic status and unemployment:

(1) The ethnic background of students tends to be associated with program placement. At the elementary level, Canadian-born students with English as their mother tongue are more likely to be in special classes than students with other ethnic/language backgrounds. At the secondary level, foreign-born students with a non-English mother tongue are least likely to be in a level 5 program.

(2) The association between SES and program placement favors students from higher status families. Membership in lower status families appreciably increases the chance of enrolment in special classes (for the slow learners) in elementary schools and in lower level non-academic programs in secondary schools.

(3) Students with higher level academic training are less likely to experience unemployment than students with lower level non-academic training.

Although data on individual Toronto schools are sparse; nevertheless, they tend to reinforce the same types of relationships found in the system-wide data. Inner-city students are more likely to be attending special programs of all kinds in comparison with the total elementary school population. Furthermore, senior students from inner-city schools are more likely to be found in lower level programs in secondary schools than non-inner-city students.

Finally, data gathered by the other boards of education in Ontario also disclose relationships between streaming and academic achievement, SES and future placement; the relationships are similar to those discussed for the Toronto Board.

FOOTNOTES

1. It must be noted that both program offerings and the names for some programs have changed over the years.

2. There have been changes in both names and program offerings.

3. The current terms used for the six levels of program are: Level 1, Basic; Level 2, Vocational; Level 3, Occupational; Level 4, General; Level 5, Advanced and Level 6, Enriched. Reorganizations of the Secondary School programs have resulted in changes in the names of some programs. For example, where there were vocational schools and special high schools, there was an attempt to consolidate them into Level 1, 2 and 3 schools. (The new terms recommended by the Ministry of Education are: Modified (now Levels 1 & 2); Basic (now Level 3); General (now Level 4); and Advanced (now Levels 5 & 6).

4. Since school is not compulsory for children over 16 years of age, only immigrant children who were university-bound were likely to continue schooling. This would also include non-resident, fee-paying students.

5. More specifically, the inner-city criteria for the elementary schools (based on student data) were mobility, single parents, cultural origins, income, both parents working and housing.

6. The eight inner-city schools included in this study were Duke of York, Dundas, Lord Dufferin, Queen Alexander, Sackville Street, Sprucecourt, Park and Regent Park.

7. Prior to 1978, a slightly different set of criteria were used by the Metropolitan School Board to determine inner-citiness. The seven criteria (computed on the geographic location of the school) were: public housing, juvenile delinquency, income, socio-economic rank, economic achievement, household characteristics and social welfare.

8. The names of the schools were not published in the report.

9. Students enrolled in Bickford Park (now a level 2-3 school) came from primarily three sources: Academic Vocational, those enrolled in AV classes in elementary schools; Transferee, grade 8 students who were at least 14.6 years of age and were given the option of either repeating grade 8 or attending Bickford Park; Promotee, grade 8 graduates who were vocationally oriented and elected to attend Bickford Park.

10. Collegiates in Scarborough were designed for students who are university bound, whereas both the secondary schools and vocational schools were created to prepare non-academically oriented students for specific employment. However, secondary schools required higher I.Q. and academic achievement for admission than the vocational schools.

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APPENDIX A

SPECIAL EDUCATION PROGRAMS
January 1, 1979

SPECIAL EDUCATION PROGRAMS
As of January 1, 1979

Type of Program	*Placement Criteria*	*Location*	*Number of Teachers*
S.P. (Behavioural)	Special learning disabilities, emotional, behavioural, and/or organic from 5 years of age	In the Public Schools Itinerant Teacher Prog. In the Secondary Schools	21 5.5 5.5
*S.P. (Deaf)	Profoundly deaf from 3 years of age	Metro School for the Deaf Forest Hill P.S. John Fisher P.S. John Wanless P.S. In the Secondary Schools	23 2 2 2 13
S.P. (Gifted and Enrichment)	Students with special interests, talents or abilities Saturday Morning Classes, Intellectually gifted students selected from grades 5 to 13 in the Public and Secondary Schools	In the Public & Secondary schools; club activities & option subjects Castle Frank High School, Northern Secondary & decentralized locations	40 Instructors
*S.P. (Health)	Special environment for reasons of health 6 to 14 years of age	Charles G. Fraser, Church St., Osler, & Wilkinson Public School	9
*S.P. (Hearing)	Severely hard to hearing from 6 years of age	In the Publlic Schools Itinerant Teacher Prog. In the Secondary Schools	4 12 5
S.P. (Home Instruction)	Physical, emotional and/or behavioural reasons from 6 years of age	In the home or Public School	As Required
*S.P. (Hospital and Institutional)	Residential 6 to 18 years of age	In various Hospitals & Institutions — Public Secondary	29.5 14.5
*S.P. (Language)	Severe language disorder from 4 years of age	In the Public Schools Itinerant Teacher Prog. In the Secondary Schools	13 1 1
S.P. (Learning Centre)	Less severely handicapped in the behavioural, perceptual or educationally retarded areas	In the Public Schools	25.5
*S.P. (Orthopedic)	Physical handicapped 5 to 18 years of age	Bloorview School Sunny View School In the Secondary Schools	11 39 2
S.P. (Perceptual)	Learning disability problems (neurological and perceptual) from 6 years of age	In the Public Schools Itinerant Teacher In the Secondary Schools	33 6 15.5
S.P. (Primary) (Junior) (Senior)	Educable mentally retarded, slow learning and/or educationally retarded 7 to 14 years of age	Junior Public Schools Senior Public Schools	105 66.5
S.P. (Reading)	Non readers of an average or better intelligence. 7 to 12 years of age	In the Public Schools In the reading Clinics	5 36
S.P. (Speech)	Speech difficulties	In the Public and Secondary Schools	15.5
S.P. (Vision)	Severely limited vision	Jesse Ketchum Public School	1

S.P. — Special Program
*Metro-wide attendance; programs operated by the Toronto Board of Education.

APPENDIX B

STREAMING OF STUDENTS IN PUBLIC SCHOOLS
TORONTO, 1963

QUESTIONNAIRE RE STREAMING IN THE PUBLIC SCHOOLS

1. TYPE OF SCHOOL ORGANIZATION:

(a) Completely homogeneous:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	7	18	13	7	4	8	8	5	5		

(b) Top taken off and remainder heterogeneous:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	1	10	20	27	24	18	15	14	14		

(c) Bottom taken off and remainder heterogeneous:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	2	15	4	2	4	4	3	2	1	1	1

(d) Top and bottom taken off and remainder heterogeneous:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	2	10	6	5	6	2	5	2	2		

(e) Completely heterogeneous:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	63	30	39	30	28	35	42	8	7	3	3

(f) Ability grouping for acceleration:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:		4	10	27	29	21	8	1	1		

(g) A grade divided into A and B units and each unit divided heterogeneously:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:	2							3	3		

(h) A grade divided into A and B units and each unit divided homogeneously:

Grades:	K	1	2	3	4	5	6	7	8	9	10
No. reporting:		1					1	1	2		

(i) Mixed grades used in streaming:

Grades:	1-2	2-3	3-4	4-5	5-6	6-7	7-8
No. reporting:	3	10	16	13	8	1	1

Source: Toronto Board of Education, The Committee on Streaming. Report to the Superintendent of Public Schools. Toronto: The Board of Education for the City of Toronto, 1963, p. 3.

APPENDIX C

STANDARD PROCEDURE #34, GENERAL (P. 10-18)

STANDARD PROCEDURE #34, General

(P. 10)

III. Movement from Elementary School to Secondary School

A. Preparation for Placement in Secondary School:

1. It will be the responsibility of the grade 8 principal and his/her staff to counsel with students and their parents about secondary education.

2. Subjects are offered at various levels of instruction in Toronto secondary schools. The current Toronto levels are defined as follows: 1 - Basic; 2 - Vocational; 3 - Occupational; 4 - General; 5 - Advanced; 6 - Enriched. The information sheet for each school indicates the levels at which subjects are offered in the school.

   (Note: The 1979-1981 edition of HS1 (page 6) recommends a different nomenclature for levels. During the 1979-80 school year, the Toronto secondary schools will adhere to the levels listed above.)

3. Information sheets indicating the subjects offered in each school will be made available to grade 8 teachers and students in December. These sheets are supplied as material for guidance classes and may be sent home to parents. The Toronto Board of Education publishes, "A Time to Choose" (in eight languages), and the Ontario Ministry of Education and the Ministry of Colleges and Universities publish, "After 8?" (in two languages). Both of these publications are available in quantity and are to be given to each grade 8 student. Also, a slide-sound presentation, "A Time to Choose" is available from the Teaching Aids Department (local 453) or from Guidance and Counselling Services (local 611). In addition, Guidance and Counselling Services provide instructional units entitled, "Educational Awareness and Planning for Grade 8 Students and Their Parents".

4. English as a Second Language/Dialect and Booster students require special consideration. It is essential that these students be placed in the appropriate secondary school and program based on as accurate an estimate of their potential level of achievement as is possible. These students and their parents must be clearly informed that placement in a secondary school may not be permanent and that students may move to another

secondary school which has a program more appropriate to their needs if it becomes evident that such a change is advisable. Teachers of ESL and Booster programs shall provide comments on the ESL/D and Booster Student Information card, and the grade 8 school shall inform the secondary school if a reception, transition, advanced, or booster class is recommended by checking off the appropriate box on the application card.

5. (a) Students who are on the roll of a Toronto Board elementary school and who are on a Leaving School Early program will be enrolled in an appropriate secondary school at the end of the school year. Leaving School Early advisors will consult with their students to discuss placement with them. It will be the responsibility of the elementary schools to effect these admissions following the usual procedures. Application forms shall be marked, "LSE Student".

   (b) Students on a Leaving School Early Program who are on the roll of a non-Toronto Board elementary school may be enrolled in an appropriate Toronto secondary school following the usual procedures. When it is expected that the student will continue in a Leaving School Early Program at the secondary level, application forms shall be marked "LSE Student" and all reports, recommendations and submissions pertaining to the student's current placement in a Leaving School Early Program shall be included in an envelope addressed to the Secretary of the LSE Area Committee and forwarded with other documents to the designated school in June.. The receiving school, after enrolment of the student, shall forward this material along with a new application for LSE to its local Area LSE Committee following the usual procedures.

6. Within the limitations of staff and accommodation, requests for specific programs and options will be granted. It is important to impress upon students and parents the necessity for choices being as definite as possible before the application for admission forms are forwarded on the agreed dates.

7. Elementary schools are expected to arrange meetings with parents of grade 8 students to explain the significance of the placement process. The SCR Department is available to assist principals in making the arrangements for such meetings. Information about programs in the secondary schools is available from the Guidance Department (local 611) or the Information and Publications Department (local 459) at the Board. Secondary school staff may be invited to explain their school programs to parents.

   A slide-sound presentation entitled, "A Time to Choose" is available from the Teaching Aids Department (local 453) and the Guidance Department (local 611).

   In addition to the use of multilingual social work staff from the Social Work Services Department at such meetings, a school may seek assistance from the local volunteers or translators who have been identified in each area with the assistance of the School Community Relations staff.

B. Admission to schools offering subjects at Level One:

1. Criteria:

This secondary school program is designed to meet the academic and vocational needs of those pupils who are functioning significantly below the level of their peers and for whom the regular school program cannot be modified sufficiently to meet their needs. Pupils considered as eligible for these programs are usually functioning below a grade 2 level in Reading and Mathematics and have not successfully completed grade 8. This functioning level may generally be attributed to the pupil appearing to have limited intellectual ability as indicated by a recent individual psychological assessment (within the past two years).

Note:
Prior to and during the implementation of the following procedures on-going consultation with parents and, insofar as is possible, with the pupil will occur.

2. Referral Procedures Shall Consist of the Following:

(a) An individual psychological assessment including a detailed written profile of the pupil's strengths and weaknesses.

(b) A request by the principal of the parent(s) to provide an up-to-date health assessment of their child.

(c) A completed copy of the "School Report for the Program Placement and Review Committee".

(d) Any other pertinent data that might assist the Program Placement and Review Committee should be made available (i.e., hearing or vision evaluations, speech assessment, private psychological or psychiatric assessment or treatment information, medication, etc.).

(e) The principal will consult with the parent(s) and obtain permission to refer the pupil to the program Placement and Review Committee. The principal shall invite the parents to attend the Program Placement and Review Committee Meeting.

3. Admission Procedures:

(a) The needs of the pupil are considered by a Special Program (Level I) Placement and Review Committee. The Program Placement and Review Committee shall consist of the following:

i The Assistant Superintendent Special Education, or designate (Chairman);
ii A supervisory officer of the Metropolitan Separate School Board, or designate;
iii The principal of the school in which the program is located, or designate;
iv A representative of the school guidance department.

Note:
The Program Placement and Review Committee should include personnel who have not had direct involvement with the pupil.

Any personnel having pertinent knowledge of the pupil that will assist the Program Placement and Review Committee in making an appropriate decision may be invited to the meeting (i.e., referring school teacher, principal, public health nurse, student services personnel, and other agencies).

(b) The principal of the referring school shall invite the pupil's parent(s) to attend the Program Placement and Review Committee meeting.

(c) The Program Placement and Review Committee may accept the pupil for Special Program (Level I), defer pending receipt of additional information, recommend modification of existing program, recommend exploration of other alternatives, or refer to another Program Placement and Review Committee.

(d) The Committee, or its designate, will explain and interpret the program to the parent(s).

(e) An opportunity for a pre-admission visit to the pupil's new school will be offered to the parent(s) and pupil.

(f) After the pre-admission visit, the home school principal will obtain the parental written consent on the "Permission Form for Special Program Placement".

4. Evaluation and Review:

(a) Evaluation and review of each pupil's progress shall be carried out on an on-going basis by the teacher and principal. Placement shall be reviewed at least once in each school year by the Special Program (Level I) Placement and Review Committee convened by the Assistant Superintendent Special Education, or designate.

(b) The Review Committee shall consist of the following:

i The Assistant Superintendent Special Education, or designate (Chairman);
ii A supervisory officer of the Metropolitan Separate School Board, or designate;
iii The school principal, or designate;
iv A representative of the school guidance department;
v The school psychoeducational consultant

The Committee may invite any other personnel with pertinent knowledge of the pupil.

(c) The principal shall invite the parent(s) to attend the Review meeting.

(d) At the Review meeting, the pupil's program and progress will be discussed in detail. Following this discussion, recommendations will be made which may include:

i Continuation of present program and placement;
ii Modification of existing program;
iii A request for additional psychological testing;
iv Continuation of an integration process;
v Placement in a Level II Program.

(e) Upon written parental request to the Director of Education, a review can take place more frequently (Ministry Regulation 704/78,Section 32, subsection 3(b)).

5. No major change shall be made in the program or placement of the pupil in a Special Education program without the written permission of the parent. (Regulation 704/78, Section 32, subsection 5.)

C. Admission to schools offering subjects at Level Two and Level Three:

1. It is intended that to qualify for admission to Level Two and Level Three, students will have spent two years in senior school and will have reached their 15th birthday by December 31 in the calendar year in which they enter secondary school. Exceptions will be considered on the basis of maturity and academic readiness and will be discussed by the personnel of both schools concerned, preferably before the placement meeting.

2. Students recommended for a Level Two or Three Program will be placed by the Central Office in co-operation with the guidance personnel of the elementary and secondary schools concerned, using the following criteria: (a) geographic location, (b) course request, (c) option request.

3. Students functioning between grades 2 and 5 in reading and mathematics should take the majority of their subjects at Level Two. Students functioning at grade 5 or better in reading and mathematics should take the majority of their subjects at Level Three. The assessment of functional level shall be based on a number of factors such as: teacher observations, daily work, assignments, classroom tests, examinations, and results of standardized tests. ESL/D and Booster students must be assessed on their potential level of achievement as described on page 10, section 4.

4. When a student has qualified for admission under these conditions, principals will inform parents of the nature of the admission and obtain the parents' consent. Parents should be made aware that the alternatives for the student are to remain in an elementary school for another year or more, or to accept placement at another secondary school offering the level recommended, provided accommodation is available. Parents should also be made aware of the appeal procedures as printed on the back of the application form.

5. While the majority of students admitted to schools offering Level Two and Level Three subjects will not have completed grade 8 successfully, students who have been promoted from grade 8 may apply for admission to these schools.

D. Admission to schools offering subjects at Level Four or Level Five:

To qualify for admission to schools offering subjects at Level Four or Level Five, students will have been promoted from grade 8 as determined by the grade 8 principal. This determination shall be based on a number of factors, such as teacher observations, daily work, assignments, classroom tests, examinations, and results of standardized tests. ESL/D and Booster students must be assessed on their potential level of achievement as described on page 10, section 4.

E. Procedure for placement of senior elementary school students in secondary schools:

1. Application for Admission Forms:

The grade 9 application forms will first go home to be completed by pupil and parents and will then be forwarded to the Board for use in preparation of the nominal rolls. One form is to be used by students applying for Levels Two and Three, the other form is to be used by students applying for Levels Four and Five.

2. Completion of Application Forms for Level Two and Level Three Schools:

(a) The upper section will be completed by the school <u>before</u> the sheet is sent home.

(b) Students will complete the program and options section of the form.

(c) If students wish to be considered for admission to an out-of-district school, <u>they must complete an application for out-of-district school transfer form #7</u> (available from Purchasing Department) <u>and give it to their elementary school</u>. Two applications for admission should be completed in this case -- one for the in-district school and one for the out-of-district school. All three sheets should be stapled together and forwarded to the Guidance Department at the appropriate time.

3. Completion of Application Forms for Level Four and Level Five Schools:

(a) Student Identification, Reading, Mathematics and New Canadian Information will be completed by the school before the forms are sent home. Students should complete applications for admission for in-district secondary schools only.

(b) If students wish to apply for admission to an out-of-district school, <u>they must obtain an application form #7 from the elementary school and forward the application to the school of their choice</u>. That school will process applications in order of their receipt and will notify applicants of their acceptance or rejection after provision has been made for its own in-district students. Secondary schools should make every effort to complete these decisions before May so that the elementary students may be informed in time to complete an application form for the out-of-district school before the deadline at the end of May.

4. Tentative Rolls:

   (a) Early in January, the Computer Services Department will send to Toronto schools a label for each student (not applicable to separate and borough schools). The school will affix the label to the application form at the upper right of the sheet.

   (b) The completed application for admission forms for all students will be forwarded to the Guidance Department by the agreed dates. The Computer Services Department will prepare tentative rolls for the schools. Two copies of the roll will be sent directly to the secondary schools and two copies directly to the elementary schools by the agreed date in March. The application forms will be returned to the elementary schools who will forward them with other documents to the secondary schools in June.

5. Changes in Tentative Rolls between February and May:

   (a) For a student whose name is to be deleted from the roll because s/he will not be attending a Toronto secondary school, simply print the word DELETE at the top of the application for admission form that was completed in February.

   (b) For changes in program, school or choice of option, have a new application for admission form completed and signed by the parent. Mark REVISION at the top of the form. If a student has changed his/her options, etc., several times between February and May, it is imperative that only the most recent application form be forwarded. All forms marked REVISION must include the Toronto student number.

   (c) For students who have entered your school since February, or for whom no form was submitted in February, have an application for admission form completed and signed by the parents. Mark NEW at the top of the sheet.

   (d) During the third week in May, forward to the Guidance Department at the Board only those application forms marked Delete, Revision, or New.

6. Final Rolls:

   (a) Two copies of the final rolls will be sent directly from the Computer Services Department to the secondary schools and two copies to the elementary schools by the agreed date in June. Application for admission forms will be returned to the elementary schools.

   (b) The elementary school will deliver by messenger one final roll with the documents to the grade 9 school by the agreed date in June.

7. Documents to Accompany the Final Roll on the Agreed Date in June:

   (a) Check the roll to indicate documents being forwarded. Arrange all documents in same order as names on final roll.

i OSR Folders, including completed Record of French Instruction form;
ii Application for Admission forms (with parent's signature). Check to be sure that the latest address and telephone numbers are recorded;
iii Student Services Reports;
iv ESL/D and Booster Student Information Cards;
v Authorization for Special Program Placement forms (for Level 1 programs).

(b) Tie OSRs and separate bundles of other forms together in one package for delivery. Mark each separate bundle clearly:

FROM. . . . . School, TO . . . . . School

(c) A copy of the Student Achievement Form for each student should be sent to the secondary school as soon as available. The form should include one of the following statements:

i "(name of student) has qualified for promotion to a secondary school program"

OR

ii "(name of student) has qualified for admission to a level 2-3 secondary school program. It is recommended that most subjects be taken at level (two or three)"

OR

iii "(name of student) has been admitted by an Admission Board to a level 1 secondary school program"

Each statement will be followed by:

"September placement: (name of secondary school)"

(d) Once the documents are received by the secondary school, they will become the responsibility of the secondary school.

(e) Senior schools should communicate to secondary schools the names of any students who may need early counselling and/or special placement, or who have health conditions which may affect school programming.

8. Changes in Choice of School and/or Program between May and the End of June:

(a) Requests for changes should be made by the parent in writing and presented to the grade 8 principal for countersigning. The countersigned request is given to the grade 8 guidance counsellor who will, by telephone:

i Discuss the proposed changes with the guidance personnel at the secondary school to which the student wishes to go. If the secondary school can accommodate the pupil, add his/her name to the nominal roll. This school should be given the name of the secondary school which has the student's documents.

ii Inform guidance at the secondary school expecting the student to delete the name on the nominal roll or change the name to the correct program.

(b) Secretaries/Administrative Assistants should be informed of all such changes in order to direct documents to the proper school.

9. Reception of students in the Grade 9 School:

Students must arrive at the grade 9 school before 9:00 am on the agreed date(s) in June.

10. Confirmation of Reception of Grade 8 Students and Documents:

(a) The names of those who did not attend will be reported to the grade 8 school as soon as possible on the agreed date.

(b) The secondary school should attempt to locate non-registrants, and might call upon the senior school and the school social worker for assistance. Documents of non-registrants who have not been located will be retained in the grade 9 school.

11. Students should be informed that if their families move during the summer and this involves a change of school, students should report, during the last week of August, to the secondary school to which they were assigned in June with a letter signed by the parent (if not accompanied by the parent) indicating a change of address and requesting a transfer.

PART 3 - NEW STUDENTS FROM OUTSIDE ONTARIO

I Assessment of Grade and Level

A. Evaluation of school documents:

1. If a landed immigrant or a student from elsewhere in Canada arrives with educational documents, use the "Ontario Grade Equivalent" sheet (Appendix D). Extra copies are available from the office of the School Placement Officer, 598-4931, (local 611).

2. If a translation is required, refer the student to the translation service at Ontario Welcome House, 8 York Street (965-1458).

3. If an interpretation of the significance of the document is required, call the School Placement Officer, 598-4931 (local 611) or the supervisor at the Ministry of Education Evaluation Centre, 965-1356.

APPENDIX D

SUPPLEMENTARY DATA FROM THE EVERY STUDENT SURVEY (1975)

TABLE 1

AREA 1

MOTHER TONGUE

SCHOOL	ENROL-MENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %		
Alexander Muir	657	414	63.01			25	3.81														
Annette Street	958	36	3.76	97	10.13	55	5.74			32	3.34	36	3.76	35	3.65			33	3.44	Maltese 42	4.38
Argentina	276									52	18.84										
Charles G. Fraser	490	288	58.78																		
Fern Avenue	778	68	8.74							162	20.82			55	7.07			39	5.01		
Givins	375	185	49.33			56	14.93														
Gladstone	422	179	42.42			29	6.87														
Howard	426									47	11.03	28	6.57	35	8.22						
Humberside	1,254			32	2.55			48	3.83	115	9.17	62	4.94	218	17.38					Lithuanian 52	4.15
Indian Road Cresc.	526			87	16.54					31	5.89										
Keele Street	499			28	5.61					47	9.42							25	5.01		
Niagara	195	52	26.67																		
Parkdale Jr.	1,090	152	13.94					27	2.48	45	4.13										
Parkdale C.I.	977	42	4.30					86	8.80	179	18.32	25	2.56	69	7.06						
Queen Victoria	706	420	59.66																		
Runnymede	1,072			82	7.65			29	2.71	94	8.77	46	4.29	154	14.37			32	2.99		
Shaw Street	704	420	59.66																		
Shirley Street	324	102	31.48																		
Swansea	800			28	3.50					47	5.88	27	3.38	54	6.75						
West End	1,031	160	15.52			166	16.10	47	4.56	61	5.9			25	2.42						
Western Tech.	2,151	66	3.07	46	2.14	660	30.68			155	7.21	60	2.79	50	2.32			40	1.86	Maltese 68	3.16
TOTAL	15,711																				

...minimum of 25 students per culturally distinct group.

Source: Toronto Board of Education. A supplement to the every student survey (1975), a profile by administrative area. Toronto: The Board of Education for the City of Toronto, School Community Relations Department, 1976.

AREA 2

MOTHER TONGUE

SCHOOL	ENROLMENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %	Lithuanian No.	Lithuanian %
Bloor C.I.	963	34	3.53	65	6.75	191	19.83	31	3.22	42	4.36			59	6.13					31	3.22
Brock	526	121	23.00	62	11.79	78	14.83														
Brockton	798	165	20.68			208	26.07														
Davenport Road	886	53	5.98	49	5.53	256	28.89									38	4.29				
Dawson Street	674	91	13.50	123	18.25	44	6.53														
Dovercourt	609	52	8.54	126	20.69	152	24.96														
Earlscourt	395			26	6.58	191	48.35														
General Mercer	592			59	9.97	233	39.36														
Heydon Park	389	114	29.31			80	20.57														
Hillcrest	506	45	8.89	52	10.28	57	11.26	27	5.34												
Hughes	231					124	53.68														
Kent	747	95	12.72	80	10.71	133	17.80														
McMurrich	918	46	5.01	180	19.61	278	30.28														
Oakwood C.I.	1,226	25	2.04	57	4.65	505	41.19	30	2.45			25	2.04	30	2.45						
Old Orchard	194	78	40.21																		
Osler	617	30	4.86			223	36.14														
Ossington	322	144	44.72			25	7.76														
Pauline Avenue	577	78	13.52	97	16.81	74	12.82														
Perth Avenue	553	47	8.50	70	12.66	25	4.52														
Regal Road	477	33	6.92	60	12.58	78	16.35														
West Park	685	142	20.73			85	12.41														
Winona Drive	550	28	5.09	48	8.73	170	30.91														
TOTAL	13,435																				

Punjabi No.	Punjabi %
34	6.13

...minimum of 25 students per culturally distinct group.

AREA 3

MOTHER TONGUE

SCHOOL	ENROL-MENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %		
Bickford Park	732	145	19.81			233	31.83														
Boyne River H.S.S.																					
Central Commerce	1,893	397	20.97	56	2.96	798	42.16	145	7.66												
Central Technical	2,445	466	19.06	62	2.54	641	26.22	189	7.73	39	1.60	29	1.19	26	1.06	35	1.43	26	1.06	French 30	1.23
Christie	958	139	14.51	202	21.09	326	34.03														
Clinton Street	727	148	20.36	54	7.43	254	34.94	37	5.09							73	10.04				
Essex	441	63	14.29	49	11.11	151	34.24														
Grace Street	486	223	45.88			167	34.36														
Harbord C.I.	1,160	109	9.40	42	3.62	229	19.74	312	26.90					40	3.45	26	2.24			Cantonese 58	5.00
Island	87																				
Island Outdoor H.S.S.																					
Kensington Community	667	320	47.98					103	15.44							45	6.75				
King Edward	804	310	38.56			147	18.28	102	12.69							46	5.72				
Lord Lansdowne	765	274	35.82			26	3.40	265	34.64												
Montrose	569	167	29.35	70	12.30	165	29.00														
Ogden	282							196	69.50												
Orde Street	275							235	85.45												
Palmerston Avenue	928	82	8.84	197	21.23	229	24.68	55	5.93							58	6.25				
Ryerson	1,105	230	20.81					204	18.46												
S.E.E.D.	72																				
TOTAL	14,396																				

...minimum of 25 students per culturally distinct group.

AREA 4

MOTHER TONGUE

SCHOOL	ENROL-MENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %
A.L.P.H.A.	45																		
Blake Street	543			69	12.71			41	7.55										
Bruce	469							79	16.84										
Castle Frank	746	65	8.71			32	4.29												
Church Street	226							39	17.26										
CONTACT	82																		
Duke of York	259							26	10.04										
Dundas	796			26	3.27			158	19.85										
Earl Grey	885			170	19.21	42	4.75	77	8.70										
Eastdale	74																		
Frankland	740			351	47.43			42	5.68										
French																			
Jackman Avenue	911			337	41.38	28	3.07	43	4.72										
Jarvis C.I.	1,436			25	1.74			301	20.96									French 40	2.79
Laneway Community	8																		
Leslie Street	665			63	9.47			75	11.28										
Lord Dufferin	903							113	12.51										
Moore Street	538	33	6.13					57	10.59										
Pape Avenue	726			182	25.07	25	3.44	122	16.80										
Park	853							71	8.32										
Parkview	582					31	5.33												
Queen Alexandra	593							84	14.17										
Regent Park	509							49	9.63										
Riverdale C.I.	1,085			106	9.77	40	3.69	242	22.30										
Rose Avenue	490			45	9.18			42	8.57										
Sackville Street	37																		
Sprucecourt	539							50	9.28										
Winchester	378							57	15.08										
Withrow Avenue	693			133	19.19			169	24.39										
TOTAL	16,236																		

AREA 5

MOTHER TONGUE

SCHOOL	ENROL-MENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %	
Adam Beck	457																			
Balmy Beach	492																			
Bowmore Road	708			79	11.16	47	6.64													
Danforth Tech.	1,830	30	1.64	103	5.63	216	11.80	90	4.92			28	1.53							French 57 3.11
Duke of Connaught	783			48	6.13			38	4.85											
Earl Beatty	616			100	16.23	71	11.53													
Earl Haig	676			104	15.38	101	14.94													
Eastern Commerce	1,386			100	7.22	205	14.79	75	5.41											French 44 3.17 Macdeonian 35 2.53
Fairmount Park	677			26	3.84			26	3.84											
Gladhill	832			79	9.50	108	12.98													
Glen Ames	552																			
Greenwood	425			123	28.94			70	16.47							25	5.88			Cantonese 61 14.35 Punjabi 25 5.88
Kew Beach	462																			
Kimberley	403																			
Lakeview	818			34	4.16	53	6.48													French 26 3.18
Malvern C.I.	935							34	3.64			39	4.17							
Monarch Park	1,665			52	3.12	140	8.41	97	5.83			49	2.94							French 33 1.98
Norway	565																			
Roden	850			97	11.41	38	4.47	57	6.71									25	2.94	
Subway Academy																				
Wilkinson	1,112			403	36.24	173	15.56	38	3.42											
Williamson Road	647																			
Woodfield Road	593			32	5.40			42	7.08											
TOTAL	17,059																			

...minimum of 25 students per culturally distinct group.

AREA 6

MOTHER TONGUE

SCHOOL	ENROL-MENT	PORT. No.	PORT. %	GREEK No.	GREEK %	ITALIAN No.	ITALIAN %	CHINESE No.	CHINESE %	POLISH No.	POLISH %	GERMAN No.	GERMAN %	UKRANIAN No.	UKRANIAN %	SPANISH No.	SPANISH %	SERBO-CROATIAN No.	SERBO-CROATIAN %
Allenby	739																		
Bedford Park	653			50	7.66														
Blythwood	474																		
Brown & City Comm. Ser.	503																		
Cottingham	155																		
Davisville	294																		
Deer Park	649																		
Eglinton	210																		
Forest Hill C.I.	825																		
Forest Hill	772																		
Glenview	761			32	4.20			25	3.29										
Hodgson	381																		
Huron Street	645							70	10.85							38	5.89		
Jesse Ketchum	629							37	5.88										
John Fisher	313			28	8.95														
John Ross Robertson	594																		
John Wanless	627			70	11.16			30	4.78										
Lawrence Park C.I.	1,050							30	2.86									French 27	2.57
Maurice Cody	507			30	5.92			37	7.30										
Metro Tor. School for Deaf	163					46	28.22												
North Preparatory	198																		
North Toronto C.I.	1,203																	French 62	5.15
Northern Secondary	1,457			40	2.75			82	5.63			36	2.47					French 42	2.88
Oriole Park	321																		
Rosedale	242																		
Sunny View	347					38	10.95												
West Preparatory	420																		
Whitney	641																		
TOTAL	15,773																		

TABLE 2

AREA 1

OCCUPATION OF HEAD OF HOUSEHOLD

SCHOOL	TOTAL ENROLMENT	LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICAL		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Alexander Muir	657	476	72.5	56	8.5	25	3.8	18	2.7	11	1.7	66	10.1
Annette Street	958	494	51.6	120	12.5	97	10.1	97	10.1	36	3.8	82	8.5
Argentina	276	100	36.2	36	13.0	41	14.9	41	14.8	25	9.1	20	7.3
Charles G. Fraser	490	351	71.6	32	6.5	24	4.9	17	3.5	4	.8	50	10.2
Fern Avenue	778	351	45.1	119	15.3	83	10.7	77	9.9	36	4.7	83	10.7
Givins	375	255	68.0	33	8.8	15	4.0	9	2.4	5	1.4	46	12.2
Gladstone	422	268	63.5	40	9.5	22	5.2	17	4.0	7	1.7	53	12.5
Howard	426	172	40.4	51	12.0	45	10.6	53	12.4	47	11.0	39	9.0
Humberside	1254	326	26.0	94	9.9	26	17.2	236	18.8	215	13.3	80	6.3
Indian Road Cresc	526	250	47.5	114	21.7	36	6.8	40	7.6	17	3.3	49	9.2
Keele Street	499	143	28.7	66	13.2	75	15.0	65	13.0	81	16.2	32	6.4
Niagara	195	112	57.4	18	9.3	14	7.2	11	5.7	4	2.1	31	15.9
Parkdale Jr.	1090	527	48.3	158	14.5	110	10.1	82	7.5	56	5.1	127	11.6
Parkdale C.I.	977	361	36.7	128	13.1	131	13.3	134	13.7	58	5.9	108	10.9
Queen Victoria	706	264	37.3	103	14.6	82	11.6	81	11.4	47	6.6	103	14.5
Runnymede	1072	444	41.4	126	11.8	151	14.1	133	12.4	118	11.0	57	5.4
Shaw Street	704	471	66.8	57	8.1	22	3.1	39	5.5	5	.7	79	11.2
Shirley Street	324	186	57.2	38	11.6	20	6.2	22	6.7	7	2.1	40	12.2
Swansea	800	239	29.9	64	8.1	126	15.8	112	14.1	193	24.2	49	6.2
West Toronto	1031	542	52.6	103	10.0	87	8.4	104	10.1	32	3.1	115	8.2
Western Tech.	2151	1117	51.9	225	10.4	211	9.8	162	7.6	64	3.0	165	7.7
TOTALS	15,711	7,449	47.4	1781	11.3	1633	10.4	1550	9.9	1068	6.8	1474	9.4

(All students listed)

AREA 2

OCCUPATION OF HEAD OF HOUSEHOLD

SCHOOL	TOTAL ENROLMENT	LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICAL		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bloor C.I.	963	443	46.0	106	11.0	102	10.6	119	12.4	57	5.9	95	9.8
Brock	526	336	63.9	77	14.7	37	7.0	26	4.9	8	1.5	37	7.1
Brockton	798	454	56.8	71	8.9	48	6.0	41	5.1	11	1.4	117	14.7
Davenport Road	886	567	63.9	92	10.4	50	5.6	49	5.5	17	1.9	91	10.2
Dewson Street	674	401	59.5	56	8.3	46	6.8	49	7.2	39	5.2	65	9.6
Dovercourt	609	397	65.1	56	9.1	38	6.2	45	7.3	11	1.3	47	7.7
Earlscourt	395	248	62.8	27	6.9	33	8.4	36	9.1	10	2.5	35	8.8
General Mercer	592	411	55.5	57	7.7	66	8.9	68	9.2	43	5.8	67	9.0
Heydon Park	389	224	57.6	23	5.9	15	3.9	19	4.9	5	1.3	88	22.6
Hillcrest	506	232	45.8	47	9.3	29	5.7	49	9.7	111	21.9	25	5.0
Hughes	231	146	63.2	31	13.4	15	6.5	8	3.4	8	3.4	20	8.8
Kent	747	414	55.3	91	12.1	31	4.1	55	7.3	19	2.5	80	10.6
McMurrich	918	526	57.3	137	14.9	67	7.3	76	8.3	29	3.2	59	6.4
Oakwood C.I.	1226	556	45.4	113	9.2	138	11.3	174	14.2	133	10.8	72	5.8
Old Orchard	194	114	58.8	15	7.7	12	6.2	13	6.7	2	1.0	34	17.5
Osler	617	380	61.5	70	11.4	34	5.5	39	6.3	7	1.1	62	10,0
Ossington	322	195	60.6	19	5.9	17	5.3	15	4.6	10	3.1	50	15.4
Pauline Avenue	577	350	60.7	98	16.9	26	4.5	30	5.2	13	2.2	46	8.0
Perth Avenue	553	303	54.8	77	13.9	48	8.7	41	7.4	18	3.2	60	10.8
Regal Road	477	250	52.4	46	9.6	37	7.8	46	9.7	25	5.3	28	5.9
West Park	685	369	53.8	59	8.6	41	6.0	22	3.2	18	2.6	106	15.4
Winona Drive	550	294	53.5	45	8.2	36	6.5	72	13.1	42	7.6	46	84
TOTALS	13435	7610	56.6	1413	10.5	966	7.2	1092	8.1	636	4.7	1330	9.9

(All students listed)

AREA 3

OCCUPATION OF HEAD OF HOUSEHOLD

SCHOOL	TOTAL ENROLMENT	LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICAL		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bickford Park	732	422	57.7	49	6.7	40	5.5	39	5.3	5	.6	126	17.2
Boyne River N.S.S.													
Central Commerce	1893	1205	63.5	158	8.3	109	5.7	127	6.7	30	1.6	198	10.4
Central Technical	2445	1307	53.4	178	7.3	193	7.9	167	6.9	87	3.6	290	11.9
Christie	958	647	67.5	78	8.1	42	4.4	39	4.0	14	1.4	103	10.7
Clinton Street	727	496	68.2	75	10.3	31	4.3	39	5.4	22	3.1	58	8.0
Essex	441	269	61.0	44	10.0	27	6.1	38	8.7	7	1.6	39	8.9
Grace Street	486	371	76.0	39	7.9	14	2.9	22	4.5	7	1.4	29	6.0
Harbord C.I.	1160	577	49.7	81	7.0	83	7.1	151	12.9	60	5.2	117	10.0
Island	87	10	11.5	3	3.4	7	8.0	24	27.6	31	35.6	9	10.3
Island Outdoor N.S.S.													
Kensington Community	667	389	58.3	62	9.3	36	5.4	59	8.8	39	5.8	64	9.5
King Edward	804	519	64.6	73	9.1	47	5.8	52	6.4	16	2.0	78	9.6
Lord Lansdowne	765	476	62.1	58	7.5	37	4.8	78	10.2	28	3.6	59	7.7
Montrose	569	358	62.9	57	10.0	20	3.5	34	6.0	9	1.6	67	11.8
Ogden	282	163	57.8	19	6.7	15	5.3	36	12.7	9	3.2	33	11.7
Orde Street	275	187	68.0	15	5.5	10	3.6	46	16.8	3	1.1	12	4.5
Palmerston Avenue	928	623	67.1	90	9.7	50	5.4	55	5.9	29	3.1	55	5.9
Ryerson	1105	565	51.1	99	8.9	71	6.4	76	6.9	19	1.7	215	19.5
S.E.E.D.	72	6	5.5	1	.9	3	2.7	27	24.6	60	54.6	10	9.0
TOTALS	14396	8590	59.7	1179	8.2	835	5.8	1109	7.7	475	3.3	1562	10.9

(All students listed)

AREA 4

SCHOOL	TOTAL ENROLMENT	OCCUPATION OF HEAD OF HOUSEHOLD: LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICALS		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A.L.P.H.A.	45	3	6.7	1	2.2	8	17.8	5	11.1	15	33.4	11	24.4
Blake Street	543	242	44.5	59	10.8	36	6.6	39	7.2	8	1.5	114	21.0
Bruce	469	236	50.3	47	10.1	27	5.8	52	11.1	17	3.6	79	16.8
Castle Frank	746	264	35.4	38	5.1	48	6.4	61	8.1	32	4.2	160	21.4
Church Street	226	58	25.7	9	4.0	30	13.3	61	27.0	37	16.4	27	11.9
CONTACT	82	16	19.5	3	3.6	11	13.4	7	8.5	1	1.2	34	41.4
Duke of York	259	100	38.5	14	5.4	14	5.4	18	7.0	2	.8	71	27.4
Dundas	796	375	47.1	73	9.2	58	7.3	52	6.5	17	2.1	142	17.8
Earl Gray	885	432	48.8	87	9.8	80	9.0	91	10.3	36	4.1	131	14.8
Eastdale	74	26	35.1	6	8.2	9	12.2	11	14.9	2	2.7	18	24.5
Frankland	740	411	55.5	57	7.7	66	8.9	68	9.2	43	5.8	67	9.0
French													
Jackman Avenue	911	462	50.7	114	12.5	89	9.8	80	8.8	58	6.4	69	7.5
Jarvis C.I.	1436	205	14.3	80	5.6	153	10.7	275	19.2	471	32.8	156	10.8
Laneway Community	8	3	37.5	0	0	1	12.5	0	0	1	12.5	3	37.5
Leslie Street	665	348	52.3	95	14.3	63	9.5	48	7.3	25	3.8	63	9.6
Lord Dufferin	903	353	39.0	70	7.8	43	4.8	55	6.1	21	2.3	283	31.3
Morse Street	538	266	49.4	61	11.3	33	6.1	30	5.5	3	.6	126	23.4
Pape Avenue	726	387	53.3	90	12.4	56	7.7	69	9.5	16	3.2	54	7.4
Park	853	306	35.9	57	6.7	56	6.6	42	4.9	11	1.3	327	38.5
Parkview	582	211	36.3	62	10.7	40	6.9	30	5.1	12	2.0	174	29.9
Queen Alexandra	593	269	45.4	88	14.9	31	5.2	47	7.9	20	3.4	127	21.4
Regent Park	509	200	39.1	34	6.6	30	5.9	21	4.1	7	1.4	171	33.5
Riverdale C.I.	1085	389	35.9	130	11.9	139	12.8	138	12.7	91	8.4	101	9.4
Rose Avenue	490	165	33.7	77	15.7	43	8.8	60	12.3	35	7.2	61	12.3
Sackville Street	37	19	51.4	4	10.8	0	0	1	2.7	2	5.4	10	27.0
Sprucecourt	539	198	36.7	61	11.3	25	4.6	35	6.5	25	4.6	159	29.4
Winchester	378	153	40.5	28	7.4	31	8.2	48	12.7	42	11.1	62	15.9
Withrow Avenue	693	366	52.7	87	12.6	60	8.6	49	7.0	22	3.2	78	11.1
TOTALS	16236	6702	41.3	1560	9.6	1303	8.0	1523	9.4	1081	6.7	2956	18.2

(All students listed)

AREA 5

SCHOOL	TOTAL ENROLMENT	OCCUPATION OF HEAD OF HOUSEHOLD: LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICAL		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adam Beck	457	195	42.7	29	6.3	74	16.2	61	13.3	49	10.7	31	6.8
Balmy Beach	492	107	21.7	26	5.3	83	16.9	89	18.1	134	27.2	24	4.9
Bowmore Road	708	347	48.9	83	11.7	97	13.7	63	8.9	26	3.7	53	7.5
Danforth Tech.	1830	856	46.8	198	10.8	288	15.7	190	10.4	69	3.7	155	8.5
Duke of Connaught	783	328	41.9	117	15.0	93	11.9	79	10.1	26	3.4	122	15.5
Earl Beatty	616	312	50.6	74	12.0	66	10.7	80	13.0	20	3.2	56	9.1
Earl Haig	676	369	54.6	100	14.8	59	8.7	55	8.1	30	4.4	42	6.2
Eastern Commerce	1386	613	44.2	136	9.8	146	10.5	126	9.0	57	4.2	166	12.0
Fairmount Park	677	266	39.3	93	13.8	112	16.5	73	10.8	31	4.6	66	9.7
Gledhill	832	385	46.2	99	11.9	106	12.7	83	10.0	44	5.3	97	11.6
Glen Ames	552	150	27.2	37	6.7	108	19.6	94	17.0	90	16.3	32	5.7
Greenwood	425	239	55.8	28	6.5	23	5.4	30	7.0	9	2.1	78	18.1
Kew Beach	462	151	32.7	55	11.9	65	14.1	50	10.9	70	15.1	53	11.4
Kimberley	403	163	40.3	54	13.4	58	14.4	48	11.9	35	8.7	27	6.7
Lakeview	818	353	43.2	71	8.6	81	9.9	48	5.8	11	1.3	84	10.3
Malvern C.I.	935	148	15.8	85	9.0	187	20.0	199	21.3	220	23.5	56	5.9
Monarch Park	1665	572	34.3	208	12.5	276	16.6	223	13.4	114	6.9	120	7.2
Norway	565	225	39.8	69	12.2	72	12.7	75	13.2	55	9.8	66	9.7
Roden	850	430	50.6	100	11.8	80	9.4	88	10.4	28	3.3	76	9.0
Subway Academy													
Wilkinson	1112	664	59.7	115	10.3	77	6.9	106	9.6	25	2.3	95	8.5
Williamson Road	647	107	16.5	62	9.6	117	18.1	112	17.3	210	32.4	22	3.4
Woodfield Road	593	296	49.9	57	9.6	67	11.3	44	7.5	13	2.1	96	16.1
TOTALS	17059	7037	41.3	1868	11.0	2312	13.6	1986	11.6	1357	8.0	1539	9.0

(All students listed)

AREA 6

OCCUPATION OF HEAD OF HOUSEHOLD

SCHOOL	TOTAL ENROLMENT	LABOURERS, TRUCK DRIVERS		BARTENDERS, MACHINISTS		ELECTRICIANS, CLERICAL		ACTORS, STENOGRAPHERS		CLERGYMEN, ENGINEERS, PHYSICIANS		PENSIONERS, WELFARE, UNEMPLOYED	
Allenby	740	41	5.5	17	2.3	48	6.5	126	17.0	472	63.7	14	1.9
Bedford Park	653	111	17.0	21	3.2	73	11.2	105	16.1	303	46.2	19	3.0
Blythwood	474	5	1.1	4	.8	21	4.4	82	17.3	331	69.8	22	4.6
Brown & City Comm. Ser.	503	29	5.8	10	2.0	31	6.2	117	23.2	281	55.8	24	4.8
Cottingham	155	18	11.6	8	5.1	14	9.0	41	26.5	68	43.9	4	2.5
Davisville	294	22	7.5	9	3.1	39	13.3	76	25.8	125	42.5	16	5.5
Deer Park	649	27	4.2	20	3.0	49	7.6	138	21.3	376	57.9	17	2.7
Eglinton	210	38	18.1	17	8.1	38	18.1	58	27.6	51	24.3	5	2.4
Forest Hill C.I.	825	14	1.7	20	2.4	55	6.7	244	29.6	428	51.9	32	3.9
Forest Hill	772	33	4.3	26	3.4	51	6.6	158	20.5	480	62.1	18	2.3
Glenview	761	73	9.6	34	4.5	83	10.9	174	22.8	364	47.8	25	3.3
Hodgson	381	73	19.2	33	8.6	36	9.4	97	25.4	128	33.6	7	1.9
Huron Street	645	120	18.6	43	6.7	51	7.9	121	18.7	236	36.6	59	9.1
Jesse Ketchum	630	70	11.1	17	2.7	62	9.8	141	22.4	232	36.9	81	12.9
John Fisher	313	73	23.3	23	7.3	28	8.9	64	20.5	95	30.3	17	5.3
John Ross Robertson	594	14	2.4	5	.8	37	6.2	97	16.4	427	71.9	10	1.7
John Wanless	627	90	14.4	36	5.8	80	12.8	155	24.7	233	37.2	22	3.5
Lawrence Park C.I.	1050	56	5.3	22	2.1	109	10.4	274	26.1	523	49.9	36	3.5
Maurice Cody	507	107	21.1	29	5.8	60	11.8	104	20.5	153	30.1	19	3.8
Metro Tor. School for Deaf	163	79	48.2	22	13.4	14	8.5	13	7.9	17	10.3	14	8.5
North Preparatory	198	21	10.6	11	5.5	24	12.1	28	14.2	90	45.4	11	5.5
North Toronto C.I.	1203	57	4.7	39	3.2	100	8.3	251	20.8	686	57.0	52	4.2
Northern Secondary	1457	238	16.3	96	6.6	192	13.2	345	23.7	374	25.7	113	7.8
Oriole Park	321	19	5.9	14	4.3	15	4.7	63	19.6	189	58.9	14	4.3
Rosedale	242	6	2.5	2	.8	13	5.3	59	24.4	146	60.3	7	2.9
Sunny View	347	113	32.6	33	9.5	38	11.0	45	12.9	40	11.6	60	26.4
West Preparatory	420	60	14.3	25	6.0	33	7.9	97	23.1	166	39.5	27	6.5
Whitney	641	9	1.4	3	.5	40	6.2	75	11.7	483	75.4	13	2.1
TOTALS	15776	1616	10.2	639	4.1	1434	9.1	3348	21.2	7497	47.5	758	4.8

(All students listed)

APPENDIX E

ALPHABETICAL LISTINGS OF INNER-CITY
SCHOOLS IN CATEGORIES I, II & III
(NOVEMBER 1978)

Alphabetical Listing of Schools in Categories I, II, & III

CLASS I	CLASS II	CLASS III
Alexander Muir	Bruce	Annette
Blake Street	Christie	Brock
Charles G. Fraser	Church	Duke of Connaught
Davenport Road	Clinton	Earl Beatty
Duke of York	Dewson	Earl Grey
Dundas	Dovercourt	Earl Haig
Givins	Earlscourt	Frankland
Kensington	Essex	General Mercer
Lord Dufferin	Gladstone	Hughes
Niagara St.	Grace	Huron
Orde Street	Kent	Indian Rd. Crescent
Park	King Edward	Keele
Queen Alexandra	Lord Lansdowne	Leslie
Regent Park	Montrose	McMurrich
Rose Avenue	Morse	Osler
Ryerson	Ogden	Parkdale
Shaw	Old Orchard	Pauline
Shirley St.	Ossington	Perth
Sprucecourt	Palmerston Ave.	Roden
	Pape	Swansea
	Queen Victoria	Wilkinson
	Regal Rd.	Withrow
	Winchester	Woodfield
		Winona

Distribution of Resources

Class I - 45%
Class II - 35%
Class III - 20%

Source: Bates, J., & Rutledge, D.G. Report to the Chairperson of the Inner City Committee re: Inner City Criteria review. Toronto: The Board of Education for the City of Toronto, November 16, 1978, Table 1.

APPENDIX F

AVERAGE CTBS SCORES IN
SELECTED SCHOOLS (1974)

CTBS AVERAGE SCHOOL GRADE EQUIVALENT SCORES (GRADE 3, 1974)
FOR SCHOOLS GROUPED BY INNER CITY CLASSIFICATION

Inner City Group	School	School Mean G.E.			
		Vocabulary	Reading	Math Concepts	Math Problem
1/2	A & B	3.30	3.58	3.68	4.11
3	C,D,E,F,	3.74	3.91	4.04	4.49
4	G & H	4.98	4.96	4.88	5.05

Source: Murray, J. Report to the Chairman and Members of the Inner City Committee re: Use of achievement test data as possible basis for allocating inner city funds. Toronto: The Board of Education for the City of Toronto, April 21, 1976, Table 4.

APPENDIX G

TABLES SHOWING THE MOVEMENT OF TORONTO
STUDENTS FROM THE ELEMENTARY PANEL
TO THE SECONDARY PANEL (1979)

Table 1

The following data were also compiled from the nominal roles for September 1979. This table shows the percentage of all students entering grade 9 from Categories I, II, III and IV inner city schools to all Levels by Categories.

Degree Of Inner Citiness	Category	Level 1	Level 2	Level 3	Level 4	Level 5 & 6
Highest	IA	0	9.11	34.44	26.67	29.78
	IB	0	8.80	25.87	29.07	36.27
	II	0.48	3.76	18.02	40.37	37.38
	III	0.43	3.57	20.64	32.04	43.32
Lowest	IV	0	0.85	7.98	13.23	77.95

This table includes only data from Senior Schools in the Toronto System.

Source: Bates, J.H., Rutledge, D.G.,& Green, D. Report to the Chairman and Members of the Inner City Committee re: Streaming students into school programs from K-13. Toronto: The Board of Education for the City of Toronto, August 28, 1979, Table 2.

Table 2

GRADE 9 BRANCH AND PROGRAMME OF INNER CITY STUDENTS, EXPRESSED AS A PERCENTAGE, BASED ON THE NUMBER OF CRITERIA MET BY THE SENDING SCHOOL

Type of Senior School	N	Branch and Programme*				
		5A	5B 5S	4B 4S	2B 3S 2S	SV
Number of Inner City Criteria						
Three	214	43.4	8.9	27.1	11.7	8.9
Four	785	35.9	11.8	24.4	23.9	3.8
Five	1281	18.7	15.8	37.7	22.4	5.4
Six	978	26.2	13.9	33.1	22.4	4.4
Seven	171	19.3	6.4	28.1	33.9	12.3
All Inner City Schools	3429	26.3	13.5	32.2	22.6	5.3
All Non-Inner City Schools	2550	49.1	11.8	23.1	12.6	3.4

* The students in 5M and WD, both small in numbers, are not included for these comparisons.

Source: Wright, E.N. Inner City students and their secondary school programmes. Toronto: The Board of Education for the City of Toronto, Research Department, #103, 1972, Table 3, page 7.

Table 3

School	# of Students	Levels 1+2+3	Levels 4+5+6
A King Edward	162	12.97	87.04
B Lord Lansdowne	134	11.19	88.81
C Annette	154	37.66	62.34
D Essex	213	19.25	80.75
E Givins	170	27.06	72.94
F Gladstone	164	29.27	70.73
G Kent	302	30.47	69.54
H Winona	224	16.53	83.48
I Earl Grey	395	30.06	69.95
J Parkdale	146	34.24	65.75
K Ryerson	167	36.53	63.48
L Osler	231	27.28	72.73
M Earl Beatty	134	8.96	91.05
N Swansea	66	4.55	95.45
O Queen A.	205	40.97	59.03
P Woodfield	272	21.33	78.68
Q Winchester	63	22.23	77.78
R Lord Dufferin	159	38.37	61.64
S Park	124	59.68	40.32

Rank listing of senior schools (from I/C categories 1A, 1B, 2 and 3) by the percentage of students whose parents were born in a country in which English is not the primary language or English is the primary language but a dialetical difference exists and the percentage of students entering various secondary levels.

Source: Bates, J.H., Rutledge, D.G., & Green, D. Report to the Chairman and Members of the Inner City Committee re: Independent variables from criteria review and streaming. Toronto: The Board of Education for the City of Toronto, October 12, 1979, Table 2.

Table 4

School	# of Students	Levels 1+2+3	Levels 4+5+6
A Park	124	59.68	40.32
B Queen A.	205	40.97	59.03
C Lord Dufferin	159	38.37	61.64
D Ryerson	167	36.53	63.48
E Woodfield	272	21.33	78.68
F King Edward	162	12.97	87.04
G Earl Grey	395	30.06	69.95
H Winchester	63	22.23	77.78
I Essex	213	19.25	80.75
J Gladstone	164	29.27	70.73
K Osler	231	27.28	72.73
L Winona	224	16.53	83.48
M Kent	302	30.47	69.54
N Parkdale	146	34.24	65.75
O Lord Landsdowne	134	11.19	88.81
P Givins	170	27.06	72.94
Q Annette	154	37.66	62.34
R Earl Beatty	134	8.96	91.05
S Swansea	66	4.55	95.45

Rank listing of senior schools (from I/C categories 1A, 1B, 2 and 3) by the percentage of students whose families earn less than the acceptable national 1978 minimum standard and the percentage of students entering various secondary levels.

Source: Bates, J.H., Rutledge, D.G., & Green, D. Report to the Chairman and Members of the Inner City Committee re: Independent variables from criteria review and streaming. Toronto: The Board of Education for the City of Toronto, October 12, 1979, Table 1.

Note: Also see Bates, J.H., Rutledge, D.G., & Green, D. Report to the Chairman and Members of the Inner City Committee re: The Park Plan. Toronto: The Board of Education for the City of Toronto, February 19, 1980, Appendix B, Table 1.

Figure 1

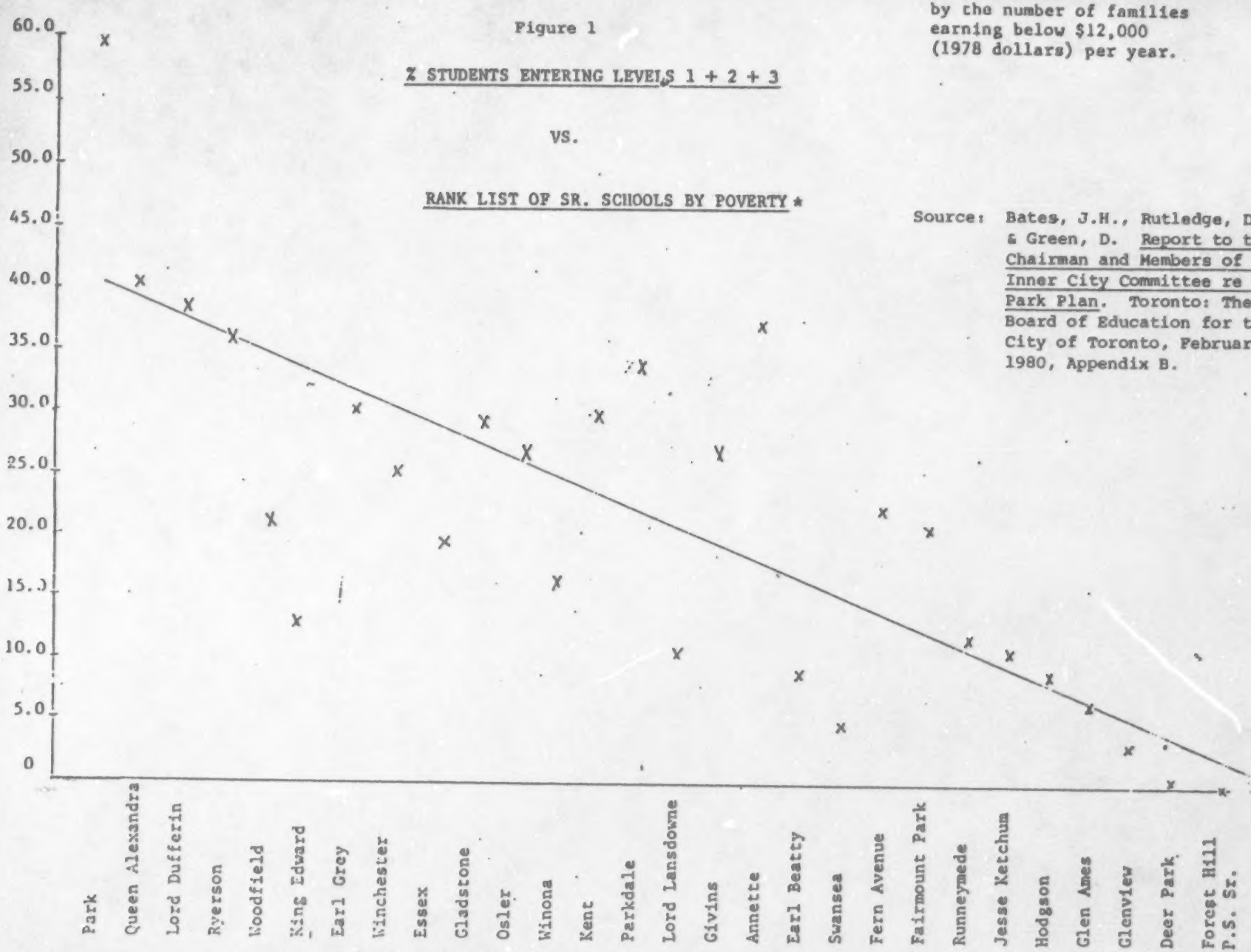
% STUDENTS ENTERING LEVELS 1 + 2 + 3

VS.

RANK LIST OF SR. SCHOOLS BY POVERTY *

* Poverty was determined by the number of families earning below $12,000 (1978 dollars) per year.

Source: Bates, J.H., Rutledge, D.G., & Green, D. Report to the Chairman and Members of the Inner City Committee re The Park Plan. Toronto: The Board of Education for the City of Toronto, February 19, 1980, Appendix B.



Rank list of Senior P.S. in terms of poverty (highest -> lowest)

APPENDIX H

RANK LISTING OF SECONDARY SCHOOLS BY LEVEL
BY INNER-CITY CATEGORY

F. RANKING BY CLASS

The following is a Rank Listing of Secondary Schools by Level by Inner City Category.

	High Schools and Secondary Schools	Technical Schools and High Schools of Commerce	Collegiates
Class I	Castle Frank H.S. West Park S.S. Heydon Park S.S.* West Toronto S.S.	Central Tech. Central H.S. of Commerce Eastern H.S.	Eastdale C.I. Harbord C.I.
Class II	Bickford Park H.S. Parkview S.S. Brockton H.S. Lakeview S.S.		Oakwood C.I. Bloor C.I. Monarch Park S.S. Parkdale C.I.
Class III		Western Technical-Commercial School Danforth Technical School	Riverdale C.I. Jarvis C.I. Humberside C.I.
Class IV		Northern S.S.	Malvern C.I.* Lawrence Park C.I. North Toronto C.I.* Forest Hill C.I.

*These schools did not take part in the review
S-values for these schools were projected

Source: Bater, J.H., Rutledge, D.G., & Green, D. Report to the Chairman and members of the Inner City Committee re: Inner City criteria review - secondary. Toronto: The Board of Education for the City of Toronto, August 29, 1979.